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C U Y A M A C A
• C O L L E G E •

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Preface

The focus of this *Faculty Handbook* is to provide needed information to instructors new to teaching or new to teaching at Cuyamaca College. It can also be useful to instructors who teach at Cuyamaca College on a regular basis. For instructors new to online instruction, or currently teaching online, the handbook offers a special section on Online Teaching Support.

In addition, sections on Student Resources and Student Support Programs are given in the *Faculty Handbook* so instructors can direct their students to the services available for them as needed.

Since there are numerous links in the handbook to resources and information on the College or District websites, the best use of the *Faculty Handbook* is online on the college website under: Faculty/Staff » Policies and Procedures, or at www.cuyamaca.edu/faculty-staff/default.aspx. Whenever possible, the path to the online resource is described so a user reading a printed copy can locate the information.

Please Note: The online version of the *Faculty Handbook* has been made ADA accessible by using the Headings function in Microsoft Word that allows screen readers to navigate the document. This feature enhances use for everyone. Clicking on a heading in the Table of Contents will move the reader directly to that section. Using the bookmark feature in Adobe (as illustrated in this [link](#)) can return the reader to the top.

1. Classroom Management

1.1 Academic Freedom

According to Grossmont-Cuyamaca Community College District Board Policy 4030 "academic freedom is fundamental for the protection of the rights of the instructor in teaching, and of the student to freedom in learning. Governing Board policy 4030 in its entirety is located in [Appendix A: Board Policy 4030 Academic Freedom](#) in this handbook. In addition, there is language in the Faculty Agreement on this topic under *Article 2.5 Academic Freedom/Freedom of Expression* located on the AFT Guild website at aftguild.org/contracts/grossmont-cuyamaca.html. Questions related to academic freedom should be directed to department chairs or division deans.

1.2 Class Breaks

Faculty who need to schedule class breaks can refer to the [Student Attendance Accounting Manual](#) (SAAM) authored by the California Community College Chancellor's Office. This manual gives statutory guidelines to Title 5 *Class Hour Unit* (Reference: [5 CCR § 58023](#)) for class breaks. The Manual contains the following recommendations:

Class Meeting Time	Number of 10 Minute Breaks
50 to 109 minutes	No breaks
110 to 169 minutes	One 10 minute break
170 to 229 minutes	Two 10 minute breaks
230 to 289 minutes	Three 10 minute breaks
290 to 349 minutes	Four 10 minute breaks
350 to 409 minutes	Five 10 minute breaks

For more details, please view [Calculating Class Hours \(Student Contact Hours\)](#). The entire Manual can be found by following this path: extranet.cccco.edu/ » Finance & Facilities » Fiscal Services Unit. The *Student Attendance Accounting Manual* (SAAM) is located on the left margin at the bottom.

1.3 College Hour

College Hour is designed to provide students with an opportunity to participate in collegiate experiences outside the classroom. Instructors are encouraged to release students at these times; however, it is at the instructor's discretion whether or not to release their students for a college hour activity. Dates and times for each semester's college hour can be found in the class schedule, or on the college website under: Campus Life » ASGCC » College Hour, or at www.cuyamaca.edu/campus-life/asgcc/college-hour.aspx.

1.4 Convening Classes Off-Campus

Any change in the time or location of a regularly scheduled class - on or off campus - requires prior approval from the division dean. The Request to Convene Class Off-Campus form should be routed for authorization to the appropriate division dean for review, approval, and signature. Instructors must indicate the number of students attending any off-campus class. The instructor will then be provided with a Field Trip Consent Form for each student. Once this waiver form has been completed and signed by the student and returned to the Office of Instruction, it will be kept on file for the entire semester. Student waivers for Confining Education and Workforce Training off campus requests will be returned to the Dean's Office.

Any classes convened off campus must meet during regularly scheduled class days and times. The Request to Convene Class Off-Campus form is located in the forms tree inside the F-Building (see [campus map](#)) adjacent to the faculty mailboxes.

1.5 Course Syllabus Preparation and Requirements

The Academic Senate has recommended a college-wide policy for syllabus review and submission. Instructors are required to submit copies of current syllabi for all of their course assignments by **the end of the first week of instruction to division offices**. Division office information, including disciplines assigned to each division, can be found on the college website under: College Information » Administration » VP Instruction » Chairs and Coordinators, or at www.cuyamaca.edu/college-info/administration/oi/chairs.aspx. First time course instructors are encouraged to confer with Department Chairs/Program Coordinators or send copies of syllabi to them prior to filing with the Office of Instruction.

In accordance with college policy and sound instructional practice, it is essential to distribute a course syllabus to students **at the first class meeting**.

Before planning for each semester or session, instructors should be familiar with the official course outline for class assignments. Official course outlines are available from department chairs and program coordinators or on the Curriculum Committee intranet website.

Recommendations and guidelines on how to design a sound syllabus can be found in [Appendix B: Syllabus Design Guidelines](#) of this handbook.

1.6 Disruptive Student Behavior

The Associate Dean of Student Affairs provides guidelines on minimizing and managing disruptive behavior in the classroom. (See [Appendix C: Guidelines for Student Discipline](#) in this handbook) If an instructor feels it is warranted, the Sheriff's Deputy can come to the class and escort a disruptive student from the class by calling extension 7654 or 619-644-7654. Although this is the number for CAPS, the staff at CAPS can directly contact the Sheriff's Deputy. This is a much quicker process for the instructor to have a Sheriff's Deputy come to the class. (See also [Section 2: Student Conduct and Discipline Procedures](#) in this handbook.)

1.7 Emergencies

Each classroom is also equipped with an emergency phone. To use, pick up the receiver and press the red button. This connects the caller to the Sherriff dispatch, which is the same as calling 911.

Remember: **Red Button** on Classroom Phone = 911.
When using the regular key pad on a campus phone,
Press '9', then press '911'.

Call 911 when life or property is threatened, such as:

- Life-threatening situation
- Medical emergency
- Crime in progress
- Fire
- Major disturbance

1.8 Enrollment Management (Adding and Dropping Students)

Instructors can access roster(s) online on WebAdvisor at wa.gcccd.edu/. Attendance roster instructions can be found on the District website under: District Home » Forms Depot – District » Attendance Roster Files, or at www.gcccd.edu/formsdepot-district/ » Attendance Roster Files.

Add Codes

An Add Code is required for students wishing to add a class using WebAdvisor. Add codes are required for closed classes and for all short-term classes once the class has started. Add Codes are required for OPEN full-term classes beginning the second week of class. The add code is to be assigned to students who are approved to add your class. (Assigning an add code should be considered the same as signing an Add/Drop Card.)

Faculty members are responsible for printing add codes from the Add Code page on WebAdvisor prior to day one of class. Instructors wishing to add students beyond the usual add deadline may request students sign a hard copy add form available from Admissions and Records Faculty are able to obtain their add codes on WebAdvisor. Instructions on how to obtain add codes can be found on the college website under: Student Services » Admissions & Records » Faculty Services » Add Codes or at www.cuyamaca.edu/services/admissions/faculty/addcodes.aspx.

Priority Wait Lists

A Priority Wait List is available through WebAdvisor and begins the moment the class is full. If an enrolled student drops the class before the first day the class meets, the first student on the Priority Wait List is automatically enrolled and notified via email. Starting with the first day of class, students can add only with an add code provided by the instructor. Add codes are distributed through WebAdvisor prior to the first day of class. Students can be given add codes based on the Priority Wait List order. Once students miss a class, they lose their priority on the Priority Wait List.

Students seeking to add classes after the semester has started must do so by the census date, which is the last day of the second week of classes for semester length classes. **Please check the Deadline Dates on the on the college website under:** Student Services » Admissions & Records » Academic Deadlines, **or at** www.cuyamaca.edu/services/admissions/deadlines.aspx **for exact add and drop dates for regular semester-length and short-term classes.** For additional Add Codes, contact the Admissions & Records Office at extension 4565 or 619-660-4565.

Census Drop Roster

Log into WebAdvisor and complete the census drop roster by the due date indicated. Use these rosters to drop those students who never attended or who stopped attending near the beginning of the course. Submitting these rosters is **Mandatory** so that the College can be in compliance with [5 CCR § 58004](#), as stated below:

“Districts shall, according to procedures adopted by the governing board, clear the rolls of inactive enrollment.” (Inactive enrollment is defined as a “no show” or a “student no longer participating in the course.”)

Late Add Petitions

We have had a marked increase in the number of students attending classes who are not officially enrolled. THIS IS NOT ALLOWED. Not only do we lose funding for these students but they pose significant liability to both the instructor and to the College. Students who do not appear on your

roster are probably not officially enrolled. These students should be sent IMMEDIATELY to the Admissions and Records office. If appropriate, the student will be directed to complete a late add petition. **It is the instructor's responsibility to make sure ALL students who are attending your class are on the official class roster by the add deadline for the class. To make sure a student is officially enrolled, please have them show you their class and fee statement.**

1.9 Final Exams

Final examinations are required in all courses. They must be given according to the Final Examination Schedule. This schedule is published in the class schedule. Dates and times may vary from one semester to the next. The Final Examination Schedule can be found on the college website under: Current Students » Class Schedules, or at www.cuyamaca.edu/current-students/schedules/default.aspx. All changes to final examination times and/or rooms must be approved ahead of time by the division dean.

1.10 Guest Speakers

Guest speakers require approval by the division dean at least one week prior to the class meeting in which the guest speaker is scheduled to speak. Official meeting times are to be observed and a district-employed certificated instructor must be present for the entire class meeting.

1.11 Keeping Textbook Costs Affordable for Students

Information on this important issue and Academic Senate Approved (Spring 2009) Faculty Guidelines are located in [Appendix D: Faculty Guidelines for Affordable Textbooks](#) in this handbook.

1.12 Office Hours - Scheduling and Posting for Full-Time Faculty

In accordance with 7.4.5 of the GCCCD/American Federation of Teachers Agreement, all full-time instructors are required to schedule five (5) office hours per week including finals week at times most convenient to meet student needs. At the start of each semester division offices will send each full time instructor an office hour grid to complete. **Please make sure your name appears on the grid and return the completed grid to the appropriate division Office.** Office hours should also be posted at each full time faculty member's office.

1.13 Textbook Orders

In the semester or session prior to teaching assignments, instructors will receive Cuyamaca College Bookstore Textbook Order emails letting them know that it is now time to place their book order. Please complete the order process outlined in the email by the due date. This ensures that students will have the opportunity to purchase books by the start of each semester or session. On time book orders also help keep the price of textbooks lower for our students by increasing the used and rental quantities. Contact the appropriate department chair or program coordinator with any questions related to textbook selection and orders. To support students who are waiting for their financial aid, or are otherwise unable to purchase their books at the beginning of the semester, instructors can ask the textbook publisher for an extra desk copy of textbooks and place on reserve in the library for student use.

1.14 Unable to Meet Your Class or Conduct Office Hours

When an instructor is not able to meet a class or conduct office hours as scheduled due to illness or emergency, that instructor must notify the division dean's office. Division office information, including disciplines assigned to each division, can be found on the college website under: College

Information » Administration » VP Instruction » Chairs and Coordinators, or at www.cuyamaca.edu/college-info/administration/oi/chairs.aspx.

If voice mail is reached between the hours of 8am and 4:30pm please leave the following information on the message and call the Cuyamaca College Switchboard at 619-660-4327 with the same information:

- Your name
- Date of absence
- Reason for absence
- Class name
- Section number
- Beginning and ending time of class
- Number of lecture/lab hours
- Room number
- Message for students (optional)

For pre-approved absences it is still necessary to notify the division office to ensure that the absence is posted on the classroom door.

2. Student Conduct and Discipline Procedures

2.1 Academic Dishonesty

According to the Academic Senate of California Community Colleges academic dishonesty consists of any deliberate attempt to falsify, fabricate or otherwise tamper with data, information, records, or any other material that is relevant to the student's participation in any course, laboratory, or other academic exercise or function. Most, although not all, such attempts fall into one or more of the following three categories:

Plagiarism: Deliberately presenting work, words, ideas, theories, etc. derived in whole or in part from a source external to the student as though they are the student's own efforts. Examples of plagiarism include, but are not limited to the following:

- a. Failing to use proper citations as acknowledgment of the true source of information included in a paper, written or oral examination, or any other academic exercise.
- b. Presenting any work completed in whole or in part by any individual or group other than the student, as though the work is the student's own, in any academic exercise.
- c. Buying, selling, bartering, or in any other fashion obtaining or distributing material to be used fraudulently as part of any academic exercise.

Cheating: Disseminating or receiving answers, data, or other information by any means other than those expressly permitted by the instructor as part of any academic exercise. Examples of cheating include, but are not limited to the following:

- a. Copying answers, data, or other information (or allowing others to do so) during an examination, quiz, laboratory experiment, or any other academic exercise in which the student is not expressly permitted to work jointly with others.
- b. Assuming another individual's identity or allowing another person to do so on one's own behalf for the purpose of fulfilling any academic requirement or in any way enhancing the student's grade or academic standing.
- c. Using any device, implement, or other form of study aid during an examination, quiz, laboratory experiment, or any other academic exercise without faculty members' permission.

Other Academic Misconduct: Falsifying or fabricating data, records, or any information relevant to the student's participation in any course or academic exercise, or tampering with such information as collected or distributed by the faculty member. Examples of academic dishonesty include, but are not limited to the following:

- a. Falsifying, or attempting to falsify, attendance records, graded exercises of any kind, or any information or document intended to excuse the student from participation in any academic exercise.
- b. Inventing, fabricating, or falsifying data as part of the completion of any academic exercise.
- c. Knowingly furnishing false information (or facilitating the furnishing of false information) to a faculty member.

The foregoing list of offenses is not intended to be fully exhaustive of all potential instances of academic dishonesty. Faculty and administrators may identify cases of academic dishonesty not herein outlined.

Reference: [California Education Code §66300](#)

For further information on these important topics and issues, refer to the State Academic Senate website on 'Academic Integrity' at asccc.org/content/academic-integrity

2.2 Student Discipline

Student discipline is a serious matter, which we don't expect to deal with on a regular basis. However, it is important to be aware of Cuyamaca College's existing policies regarding student discipline. To find out more about when to issue warnings or suspension, and other types of disciplinary action, Cuyamaca College's standards of student conduct, and the Cuyamaca College Faculty Disciplinary Form, we refer you to [Appendix C: Guidelines for Student Discipline](#) in this handbook, provided by the Associate Dean of Student Affairs. (See also: [Section 1.6 Disruptive Student Behavior](#) in this handbook.) In addition, there is language in the Faculty Agreement on this topic under *Article 17.3 Discipline of Students* located on the AFT Guild website at aftguild.org/contracts/grossmont-cuyamaca.html.

3. Faculty Resources

3.1 Adjunct Faculty Workrooms

The college provides adjunct faculty workrooms throughout the campus. Faculty workrooms are located in the following areas (See [Campus Map](#)):

E-112
F-625
H-135
H-131
B-264
B-267

All are equipped with computers and other equipment for use in assisting faculty in preparing for classes. The workrooms should be locked at any time they are left vacant; valuable equipment may otherwise be lost. Keys are available to adjunct faculty upon request. Requests must be signed by department chairs/program coordinators. For more information regarding adjunct faculty workrooms please contact department chair or division dean's office.

3.2 Blackboard

Blackboard is the Learning Management System (LMS) used by this District. All courses have new Blackboard containers automatically created each semester. Faculty members are encouraged to use Blackboard to provide course resources such as announcements, instructor contact information, course syllabus, and grades. Blackboard resources for faculty can be found on the district website under: District Home » Online Success » Faculty, or at www.gcccd.edu/online/faculty. Several Blackboard workshops are offered during Staff Development Week. Individual training and support is provided by the Instructional Design Technology Specialist, Rhonda Bauerlein, at rhonda.bauerlein@gcccd.edu, extension 4013 or 619-660-4013. More information and appointment scheduling is available on Rhonda Bauerlein's website at www.cuyamaca.edu/people/rhonda-bauerlein/default.aspx

3.3 Computer and Technology Related Issues

If faculty are experiencing computer problems in their classroom, lab, or office, they can contact the Cuyamaca College Help Desk at extension 4395 or 619-660-4395. It is important to give a thorough description of the problem to the Help Desk staff. If you reach a voice mail, please provide your contact information and describe the nature of your request so that it can be prioritized and processed accordingly. If the network is down or an entire class is affected by a computer problem, please contact the switchboard at Cuyamaca College at extension 4327 or 619-660-4327, who will contact the administrator on duty.

3.4 District E-Mail Accounts for Faculty

In order to participate in district or campus surveys and Academic Senate elections or to receive official district or college notifications, faculty will need a district email account. Additionally, some resources offered by the college are accessed through district email.

To obtain an account, submit a *Computer Network and Email Account Request Form* to Information Systems (IS). This form can found on the district website under: District Home » Information Systems » Account Requests, or at www.gcccd.edu/is/account-requests.html.

Additional information on faculty e-mail accounts can be found on the District website under: District Home » Information Systems » Email » Email Accounts, or at www.gcccd.edu/is/email/email-accounts.html.

3.5 Duplicating

The Duplicating Department is located in F-201 (See [Campus Map](#)) and is open 5 days a week, Monday through Thursday, 7:00am - 7:00pm, and Fridays 7:30am - 4:30pm. Every instructor is given an access code to the self-service copy machine. This machine is intended for small orders of 10 copies or fewer. Transparencies may also be produced on this copier. For larger copy orders, you must fill out a job order form, which is found on the counter in F-201. Attach job order form to the materials to be copied, and drop them off in the tray located in the duplicating room or in the Duplicating mailbox in the mailroom. Please submit your requests at least two full business days prior to when the materials are needed. This two-day lead-time is necessary for all orders (in person or online).

Large jobs or orders that require cutting, NCR (non-carbon copy) paper or other special requests needs 3 to 4 days lead time.

Online Job Requests

Submit online requests by sending materials that need to be duplicated as an attachment via email to cuyamaca.duplicating@gcccd.edu.

The sender will receive an email or telephone response if there is a problem reading the file attached to the email. The Duplicating Department cannot guarantee that late or rush submissions will be completed by the time requested. Please do not attach more than 6 files to any email.

Available services include:

- Overhead transparencies
- Copy, enlarge, reduce
- Cut, fold, and staple
- 2 or 3 part NCR
- Assorted colored paper/cardstock
- Printing, binding, and padding

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For information, contact the Duplicating Department at cuyamaca.duplicating@gcccd.edu, at extension 4585 or 619-660-4585. Additional information can also be found on the college website under: College Information » Administration » VP Administrative Services » Duplicating Services, or at www.cuyamaca.edu/college-info/administration/as/duplicating/default.aspx.

3.6 Employee Identification (I.D) Cards

Employee picture I.D. cards are available through the District Human Resources Office. To schedule an appointment for an I.D. card contact Employment and Benefit Services at (619) 664-7637 or extension 7637.

3.7 Faculty Websites

Faculty are encouraged to create and keep current a college website. The college website is now offering what is referred to as the “baseball card” web page. By simply filling out a form, faculty can create a page that has all their contact information and lists the courses they are teaching. Check the Staff Development Week schedule for workshops on how to create your faculty website. For website training or support, contact the Web and Technology Support Specialist, Rocky Rose, at rocky.rose@gcccd.edu, at extension 4466 or 619-660-4466; or the Instructional Design Technology Specialist, Rhonda Bauerlein, at rhonda.bauerlein@gcccd.edu, extension 4013 or 619-660-4013.

A list of faculty and staff websites can be found on the college website under: Faculty/Staff » Faculty & Staff Websites, or at www.cuyamaca.edu/people/

3.8 Help Desk

The Cuyamaca College Help Desk is staffed from 8am to 8pm, Monday through Friday. The Help Desk can be contacted at c-helpdesk@gcccd.edu, or by phone at extension 4395 or 619-660-4395. The Help Desk can assist faculty if they are experiencing computer problems in their classroom, lab, or office. The Help Desk is also the best resource for troubleshooting technical difficulties associated with District student accounts.

3.9 Instructional Computer Facilities (ICF)

The primary mission of the ICF is to provide help and support for faculty who use the Instructional Computer Labs, Smart-Classrooms and faculty workrooms. Services include desktop support for hardware, software, e-mail, audio visual, network and wireless connections. The best way to report technical problems is through the Help Desk at c-helpdesk@gcccd.edu or by phone at extension 4395 or 619-660-4395. By utilizing the Help Desk, you can be assured that a person will see your message in the shortest possible time frame.

This department also manages all Instructional technology purchases including computers /monitors, printers, laptops, as well as all Instructional software for smart-classrooms and computer labs. Additional information can be found on the college website under: Faculty/Staff » Instructional Computer Facilities, or at www.cuyamaca.edu/faculty-staff/icf/default.aspx

3.10 Instructional Media Services (IMS)

Instructional Media Services supports technology in all instructional classrooms as a first priority. Additionally, this service supports presentation technology in Student Services, the Student Center, and conference rooms campus wide. It also provides photography services for major campus events. It strives to be flexible with working hours to assure that all constituents receive the attention they deserve.

The best way to contact IMS is through Cuyamaca College Help Desk at c-helpdesk@gcccd.edu or by phone at extension 4395 or 619-660-4395. Additional information can be found on the college website under: Faculty/Staff » IMS, or at www.cuyamaca.edu/faculty-staff/ims/default.aspx

3.11 Instructional Supplies

Supplies are available in small quantities in the mailroom in the F-Building (see [campus map](#)). Instructional supplies available include pens, pencils, paper clips, paper, etc. A black notebook located on the form tree adjacent to the faculty mailboxes contains a 5-page list of all supplies that

are carried. Fill out a supply request form (also available on the form tree adjacent to the faculty mailboxes) and submit it to the mailroom. Request forms for white board markers are available at the switchboard and should be submitted to the switchboard operator. For special orders or requests instructors should contact the department chair or program coordinator for appropriate procedures and approval. (See also: [Section 3.15 Mailboxes/Mailroom](#) in this handbook.)

3.12 Keys

Full time faculty may make requests for keys in the administrative services office in the F-building (see [campus map](#)). Adjunct faculty must request keys through their department chair or program coordinator. Upon approval, keys will be issued by the administrative services office. Keys issued to adjunct faculty must be returned by at the end of each semester or session. Key request forms are available in the forms rack in the mailroom in the F-Building. For more information about keys, contact Corina Trevino, Business Services Specialist at extension 4351 or 619-660-4351, or in room F-113 (see [campus map](#)).

3.13 Library Instruction Sessions

The library instruction session is designed to teach students how to use the many resources available in the Cuyamaca College Library, while also developing their overall information competency. These sessions give students an opportunity to meet with a librarian, learn about the research process, and think critically about the materials they discover. Further information about library instruction sessions can be found on the college website under: Academics » Academic Support » Library » Faculty Services » Library Instruction, or at www.cuyamaca.edu/academics/support/library/faculty-services/instruction.aspx

To ensure student success, please schedule your session at least three weeks in advance and discuss your research paper requirements with the librarian ahead of time. Course specific research guides can be found on the college website under: Academics » Academic Support » Library » Library research guides, or at www.cuyamaca.edu/academics/support/library/guides/default.aspx.

To schedule a library instructional session or for more information on research guides call, Jeri Edelen, the Library Instruction Librarian, at 619-660-4423 or extension 4423.

During Intersessions and summer semesters, faculty can request a library instruction session at www.cuyamaca.edu/academics/support/library/faculty-services/schedule-instruction.aspx found on the college website under: Academics » Academic Support » Library » Faculty Services » Schedule Library Instruction.

3.14 Library Services

The College Library is housed in C-Building: Learning Resource Center (see [campus map](#)). Hours of operation vary each semester. Instructors are also required to have an employee identification ID card to check out items from the library. Employee ID cards may be obtained from Employment and Benefit Services district office. (See [Section 3.6 Employee Identification \(I.D\) Cards](#) in this handbook.) Library services for faculty can be found on the college website under Academics » Academic Support » Library » Faculty Services or at www.cuyamaca.edu/academics/support/library/faculty-services/default.aspx.

In addition to checking out material, instructors may access from a remote location the library's online periodicals, reference databases, e-books and streaming video by using the same log in as

used for campus e-mail. These electronic resources can be access from the library homepage found under: Academics » Academic Support » Library, or at www.cuyamaca.edu/academics/support/library/default.aspx.

The following is contact information for services offered at the library:

Library Services	Extensions	Phone Numbers
Library circulation desk	4416 or 4446	619-660-4416/619-660-4446
Reserves	4407	619-660-4407
Audio-Visual Material and Equipment check-out	4416 or 4446	619-660-4416/619-660-4446
Interlibrary loans	4499	619-660-449
Library reference desk	4421	619-660-4421

3.15 Mailboxes/Mailroom

The Mailboxes are located in the F-Building (see [campus map](#)). All faculty members have a mailbox assigned to them in alphabetical order and are grouped by administration, full-time faculty, and adjunct faculty.

The mailroom has a supply of white board markers and chalk, along with in-house office supplies. If supplies are needed after 4:30pm, please refer to the switchboard located adjacent to the mailroom. For more information about the Mailroom, call extension 4235 or 619-660-4235. Additional information can also be found on the college website under: College Information » Administration » VP Administrative Services » Mailroom Services, or at www.cuyamaca.edu/college-info/administration/as/mailroom.aspx. (See also: [Section 3.11 Instructional Supplies](#) in this handbook.)

3.16 Room, Equipment, and Facilities Use

Room change requests may be submitted through the department chair or program coordinator. An instructor may not move a class without submitting an official request, notifying the department chair, the dean's office, and receiving confirmation from Patty Branton, Clerical Assist Senior/Facilities, extension 4347 or call 619-660-4347 Patty.Branton@gcccd.edu.

Please do not remove or shift furniture or computer equipment from rooms. This will ensure the equipment is available in good working order for all instructors. The Fire Marshal and instructional space requirements are used to determine the maximum occupancy in rooms. Transferring furniture may result in code violations.

In addition, accessible disabled tables and chairs should not be removed once operations have placed them in the classroom. Their intended use is for students with disabilities who have academic accommodations requiring adaptive furniture in the classroom. If there is any adaptive furniture in a classroom, please leave it where it is; there is a student coming to that classroom that will need it for their class.

Missing or non-functional classroom equipment (e.g., projectors, document scanners) should be reported to the department chair/program coordinator and/or division dean immediately. Instructors may reserve other audiovisual equipment that is not available in the classroom by contacting the library at extensions 4416 / 4446, or 619-660-4416 / 619-660-4446.

3.17 Smart Classrooms

All of the classrooms on campus are "Smart Classrooms", which means that they are equipped with a computer or MAC, DVD/VCR player, Document Camera and a Projector. The equipment is locked in a cabinet or cart. Key requests are made through the department chair and picked up, with a 48-hour notice, at the switchboard located adjacent to the mailroom. For more information about keys, contact Corina Trevino, Business Services Specialist at extension 4351 or 619-660-4351; or in room F-113 (see [campus map](#)).

If the equipment is not functioning properly, call the Help Desk at extension 4395 or 619-660-4395. There is a phone in every classroom. If a person is not reached, please leave a message that includes a name, a room number, a description of the problem and a telephone number, and where you can be reached during the day. Alternatively, requests may be submitted via email at: c-helpdesk@gcccd.edu.

3.18 Switchboard and Voice Mail

The main switchboard is located in F-113(see [campus map](#)) located adjacent to the mailroom. If you have any questions regarding your phone or voice mailbox, please call extension 4327 or 619-660-4327. Additional information can also be found on the college website under: College Information » Administration » VP Administrative Services » Switchboard, or at www.cuyamaca.edu/college-info/administration/as/switchboard.aspx.

Voicemail

Adjunct faculty are given voice mailboxes with a 3000 extension number. These 3000 extension numbers are not accessible by adding the 660 prefix. Callers must dial 619-660-4000 and then enter the mailbox number. Adjunct faculty voice mailbox numbers can be found on staff directory located on the college website under: College Information » Faculty/Staff Directory, or web3.gcccd.edu/staffdirectory/search.asp.)

Voice mailboxes have a 20 message capacity including saved messages. Please clear voice mailboxes daily. It is important to personalize voice mailboxes with a greeting. Information on how to personalize voicemail greetings and other voicemail guides and menus can be found PHONES and VOICE MAIL webpage under: District Home » Information Systems » Phones and Voice Mail or at www.gcccd.edu/is/phones-and-voice-mail/

3.19 TB Testing

The Health and Wellness Center offers TB testing clearance for faculty and staff. They are located in Room I-134 (see [campus map](#)) and can be contacted by calling 619-660-4200 or extension 4200. During Fall and Spring Semesters the Health and Wellness office hours are posted on the office door and on the college web site under: Student Services » Health Services, or at www.cuyamaca.edu/services/health.

3.20 Word Processing

The word processing staff provides typing services for the faculty and staff of Cuyamaca College and offers assistance in preparing documents such as class outlines, syllabi, tests and quizzes, letters, announcements, forms, etc.

Requests can be submitted at F-114 (see [campus map](#)) or by e-mail to: Barbara Modica, Admin Assist I-Word Processing barbara.modica@gcccd.edu or the assistant to the Academic Senate & Support Staff. Hours of operation are 7:00am to 4:00pm, Monday through Friday; closed Saturday

Submit a word processing form prior to or with submission. Material submitted should be an original, not less than 8 pt. type in blue or black ink, double spaced, with page numbers, hard copy or electronic. The typical turnaround time for 1-15 pages is 1 full day, 16-30 pages is 2 full days. Larger documents require additional time. Additional information can also be found on the college website under: College Information » Administration » VP Administrative Services » Word Processing, or at www.cuyamaca.edu/college-info/administration/as/word-processing.aspx.

4. Useful Information for Faculty

4.1 Academic Senate

The purpose of the Academic Senate is to:

- Promote the development and maintenance of educational excellence within the framework of academic freedom, professional responsibility, and ethics.
- Participate jointly with administration, Grossmont College, and the Governing Board and its designees in the formulation of college and district policies regarding professional and academic matters.
- Promote communication with Grossmont College and other colleges within our region.

More information about the Academic Senate can be found on the college website under: Faculty/Staff » Academic Senate or www.cuyamaca.edu/faculty-staff/academic-senate/default.aspx.

4.2 Campus and Parking Services (CAPS)

The Campus and Parking Services (CAPS) provides the following services:

Safety Escort

An escort service is available to students and faculty to accompany them to parking lots during evening hours. Arrangements for an escort may be made by calling CAPS Office at extension 7654 or (619) 644-7654.

Room Unlocks/Locks

Faculty and Staff members requiring entry to a classroom or office must obtain authorization from the respective department in charge of the classroom or office. Lab Assistants and students requiring entry to a specific area must have prior authorization from their respective department.

Lost and Found

The Lost and Found receives property from the Grossmont College and Cuyamaca College campuses. Found property is stored at both campuses. To check for lost property, visit F-113 (see [campus map](#)) or call extension 7654 or (619) 644-7654.

Parking Enforcement and Automobile Assistance

"Blue light" call boxes are located in the college parking lots. This service connects the caller directly to the CAPS office and automatically provides the dispatcher with your location. The blue light on top of the box is activated and will remain activated for up to 15 minutes.

4.3 Campus Office Hours

Campus office hours can be found on college website under: Faculty/Staff » Administration » Campus Office Hours, and College Info » Campus Office Hour or at www.cuyamaca.edu/common/campus-wide-files/office-hours.pdf.

4.4 Campus Map

A campus map can be found on the last page of each semester's class schedule, on the college website under: College Info » Maps & Directions, or www.cuyamaca.edu/college-info/maps-directions/default.aspx.

4.5 College Hours of Operation

The Administration Building is located in the F-Building (see [campus map](#)).

- Business Services hours are Monday through Friday: 8am to 5pm.
- Switchboard services hours are Monday through Thursday: 7am-6pm; Friday: 7:30am-4:30pm.
- Mailroom services hours are Monday through Friday: 7:30am - 4:30pm.

Hour of operation for specific college offices can be found on college website under: Faculty/Staff » Administration » Campus Office Hours, and College Info » Campus Office Hour or at [www.cuyamaca.edu/ common/campus-wide-files/office-hours.pdf](http://www.cuyamaca.edu/common/campus-wide-files/office-hours.pdf). (See also: [Section 4.3 Campus Office Hours](#) in this handbook.)

4.6 Directories, Campus and District

Campus and District directories can be found on the college website under: College Information » Faculty/Staff Directory, and or College Info » Faculty/Staff Directory, or at web3.gcccd.edu/staffdirectory/search.asp.) Staff members can be search by last name, by first name, by department, by college, or district wide.

4.7 Evening Administrator

An administrator of the college is assigned to be on campus each evening until 9:00pm during the Fall and Spring semesters and all Summer sessions. The assignments are rotated among the administrators each semester. Administrators on evening duty will be in their offices from 6:00pm to 9:00pm each evening. The evening administrator schedules for each semester and summer sessions are available via the Outlook e-mail by following this path: Public Folder → All Public Folders → Calendars [folder] → Cuyamaca [folder] → Evening Administrator [folder]. Evening administrator on duty can also be obtained from the college switchboard at extension 4327 or 619-660-4327.

4.8 Faculty Evaluations

Instructors should refer to the GCCCD/American Federation of Teachers (AFT) Agreement for evaluation procedures in *Article 5: Evaluation and Tenure* in the Faculty Agreement located on The AFT Guild website or at aftguild.org/contracts/grossmont-cuyamaca.html. Instructors will receive notice if and when a classroom visit by a peer or administrator will take place or when student evaluations will be conducted. Questions related to evaluations may be directed to department chairs, program coordinators, or division deans.

4.9 Faculty Ranking and Faculty Emeritus

Information on Academic Rank Policy, Application for Movement to the Rank of Professor, Emeritus Nomination Form and the Emeritus Policy can be found on the college website under: Faculty/Staff » Academic Senate » Emeritus and Professor Application Forms, or at www.cuyamaca.edu/faculty-staff/academic-senate/Links.aspx.

4.10 Paid Substitute for Classes

In the event that faculty is absent from class and a paid substitute is needed, the faculty member needs to follow the directions listed in the section titled "unable to meet your class" (See [Section 1.14 Unable to Meet Your Class](#) in this handbook). **The instructor who is substituting** must submit the salmon-colored Certificated Substitute Timesheet that is available in the dean's office. In all cases, substitutes must meet the "minimum qualifications" as required by Title 5 (Reference: [5 CCR § 53410](#)) and be a certificated employee of the district; instructional aides may not be used as class

substitutes. The request must then be approved by the Department Chair/Program Coordinator and forwarded to the Division Dean for approval. Payroll will not process any substitute pay unless the form is properly completed.

Division office information, including disciplines assigned to each division can be found on the college website under: College Information » Administration » VP Instruction » Chairs and Coordinators, or at www.cuyamaca.edu/college-info/administration/oi/chairs.aspx.

In addition to arranging for a substitute, faculty will still need to notify the Office of Instruction of your absence on that day. Contact department chair/program coordinator or division dean for any questions regarding approval and payment of substitute teachers. Continuing Education and Workforce Training instructors will need to work with the Division Supervisor or Dean to make substitute arrangements.

4.11 Parking Permits

On-campus parking for students and instructors is by permit only. Only vehicles with valid permits may be parked in lots. Staff and faculty are allowed 2 permits (additional or replacement permits are \$40.00). Permits are available only at the college cashier's office, located in A-300 (see [campus map](#)). To obtain a permit, an instructor would need to provide an employee ID card or other picture identification, a hire letter, and vehicle license plate number(s).

Please Note: The member colleges of the San Diego and Imperial Counties Community Colleges Association (SDICCCA) have a parking reciprocity agreement. Any parking permit from one of the following colleges is valid at all of the colleges listed:

Cuyamaca College, Grossmont College, Imperial Valley College, MiraCosta College, Palomar College, SD City College, SD Continuing Education, SD Mesa College, SD Miramar College, and Southwestern College.

4.12 Pay Checks and Warrants

Paychecks are available at the cashier's office, located in A-300 (see [campus map](#)) on the last working day of each month after 1pm until closing of cashier's office. Cashiers hours can also be found on the college website under: College Information » Administration » VP Administrative Services » Cashier, or at www.cuyamaca.edu/college-info/administration/as/cashier.aspx. After pay day, checks are available anytime during business hours: Monday through Thursday, 8am to 5pm and Fridays 8am to 4:30pm.

Instructors may also set up direct deposit of their paychecks with their bank. Download, complete and print the Direct Deposit Form available on the District website under: District Home » Payroll, or at www.gcccd.edu/payroll/. Send the completed form to Payroll through campus mail or return it in person to the Payroll at the District Offices. Online paystubs are also available on the District Payroll webpage.

4.13 Payroll Submissions

Please note that the Payroll Department requires instructor absences and/or instructor substitute pay to be submitted by the 10th of the month. Time sheets for hourly employees (non-certificated) are due by the 14th of the month. The above forms should be submitted to the Division Dean's office.

4.14 Professional Development Requirements

Staff development week is scheduled the week prior to the Fall and Spring semesters. All faculty members are required to complete staff development hours. Specific staff development requirements for contract and adjunct faculty can be found on the college website under: Faculty/Staff » Professional Development, or at www.cuyamaca.edu/faculty-staff/pro-dev/default.aspx. For specific questions you may also contact a department chair, program coordinator, or division dean.

4.15 Purchase Requisitions

Submit all purchase requisitions through your department chair/program coordinator. Department Chair/Program Coordinator will sign the request, input it in IFAS and then submit to division dean to sign. A reasonable lead-time of five (5) working days to input a requisition is required. Continuing Education and Workforce Training faculty will work directly with the Dean or Division Supervisor.

Correct account number and complete address of the vendor must be included on the purchase requisition or it will be returned. IFAS training workshops will be scheduled throughout the semester and faculty will be notified of them via email.

4.16 Sabbatical Leave

Instructors should refer to the GCCCD/American Federation of Teachers (AFT) Agreement for tenure procedures in *Article 14: Sabbatical Leave* in the Faculty located on The AFT Guild website or at aftguild.org/contracts/grossmont-cuyamaca.html, and also on the college website under: Faculty/Staff » Academic Senate » Sabbatical Leave Process or at www.cuyamaca.edu/faculty-staff/academic-senate/sabbatical.aspx.

4.17 Sheriff/Law Enforcement

Police services at the Grossmont-Cuyamaca Community College District are provided by the [San Diego County Sheriff's Department](#). A sheriff's sergeant and seven deputies are assigned to the Grossmont College and Cuyamaca College campuses. If necessary, the District also has access to Sheriff's Department specialized units that investigate crimes such as illegal drug sales, domestic violence, auto theft or gang-related crime.

Call Extension 7800 or (619) 644-7800 to contact law enforcement for a non-emergency

- Crime report
- Suspected drug activity
- Advance request for police presence to deal with potentially-disruptive person

(See also [Section 1.7 Emergencies](#) in this handbook.)

4.18 Student Learning Outcomes (SLOs) Requirements

Cuyamaca College faculty members are expected to use SLOs in measuring and evaluating student achievement. In addition, faculty must include course-level SLOs into their course syllabi and specifically describe in the Methods of Evaluation section of the official course outline which tools will be used to evaluate student achievement of these outcomes.

Recommendations and guidelines on what SLO information to include in a syllabus can be found under 'Essential Syllabus Elements Checklist' in [Appendix B: Syllabus Design Guidelines](#) in this handbook.

4.19 Teaching Style and Philosophy

If this is your first time teaching, you may want to learn more about teaching styles and teaching philosophies. The bibliography listed in [Appendix E: Teaching Styles and Philosophy](#) in this handbook offers a selection of books and websites to consult and to generate ideas on how to organize your classroom and teaching practices.

4.20 Tenure

Instructors should refer to the GCCCD/American Federation of Teachers (AFT) Agreement for tenure procedures in *Article 5: Evaluation and Tenure* in the Faculty Agreement located on The AFT Guild website or at aftguild.org/contracts/grossmont-cuyamaca.html.

5. Online Teaching Support

5.1 Accessibility

All instructional core learning materials that are provided online must be accessible to students with disabilities. Instructional Core Learning Material is defined as those materials that are central or essential to understanding the material and passing the course. For example: Lectures, labs, projects, quizzes, exams, etc. would form the core of the course. In addition, demonstrations, videos, instructor narratives regarding the course materials, lecture notes, study guides, etc. which assist the student in understanding the core materials are also core to the course. Materials provided strictly as course enrichments—materials that are pertinent to the topic but not required for the course and not graded—are not considered Instructional Core Learning Materials. An attempt should be made to make these materials accessible as well, but the primary consideration should be for the Instructional Core Learning Materials.

The responsibility for ensuring that all instructional core learning materials are accessible rests with the instructor. A checklist has been created to guide instructors in making their materials accessible. The checklist and other accessibility resources can be viewed on the college website under: Faculty & Staff Websites » Rhonda Bauerlein » Workshops » Accessibility Workshop, or at www.cuyamaca.edu/people/rhonda-bauerlein/workshops/accessibility-workshop.aspx.

5.2 Evaluations

A critical component of maintaining the quality of online education is continued evaluation. This doesn't mean that online classes are evaluated apart from traditional classes, but as a part of the normal instructor evaluation process. Online and traditional classes are dissimilar and require different skill sets for class preparation and delivery. The Online Teaching and Learning Committee (OTLC) strongly recommends that if an instructor teaches in both a traditional classroom and an online modality, that both modalities be evaluated in a comprehensive instructional evaluation. (See also: [Section 4.8 Faculty Evaluations](#))

5.3 Instructor Certification

Teaching online and in the traditional classroom are not the same. In fact, there are many that consider online and traditional classrooms to be separate and distinct class preparations. For this reason, instructors need to re-think their teaching strategies and methodologies as they move a class to the online modality. Online instructors need to understand the differences in pedagogy as well as the class differences caused by the distance between the instructor and the student. That distance does not alleviate the requirement for "regular and effective contact between the instructor and the student" required by Title 5 (Reference: [5 CCR § 55204](#)). The instructor needs to have the skills and tools available to meet these requirements.

The Cuyamaca College Academic Senate has approved recommendations for certifying online instructors to provide some assurances that online instructors have the skills and tools required to be successful in an online class environment. These recommendations entitled, *Ensuring Quality Online Instruction*, can be found on the college website under: Faculty/Staff » Teaching Online, or at <http://www.cuyamaca.edu/faculty-staff/teaching-online/default.aspx>.

See also new language in the Faculty Agreement, *Article 7.18 Online Instruction* given below or located on The AFT Guild website at aftguild.org/contracts/grossmont-cuyamaca.html

Excerpt from AFT Contract 7.18 ONLINE INSTRUCTION

7.18.1 Online education includes both Hybrid and Online classes as defined by Title 5 where the instructor and student are separated by distance and interact through the assistance of technology. For all courses offering online components there shall be regular and effective contact between the faculty member and the students as required by Title 5, Accreditation and GCCCD Standards.

7.18.2 The determination of which courses in the curriculum may be offered in an online format, in addition to instructor/student contact requirements, shall be in accordance with the Title 5 California Code of Regulations.

7.18.3 All online instructors, prior to their first assignment, shall complete training in online pedagogy, an online learning management system and accessibility standards or demonstrate mastery or competencies in these areas as approved by the appropriate Dean or designee. Such training shall be compensated either via the unit member's professional development obligation and/or at the unit member's non-classroom rate of pay, at the option of the unit member with approval of the dean.

A unit member who, during employment with the District, is required to complete any of the aforementioned training in order to receive approval to instruct an online course shall be reimbursed for the cost of tuition, books or materials, and/or training fees, if any. The unit member shall first notify his/her dean of the anticipated costs and receive the approval of the dean for reimbursement before the training begins.

7.18.4 An online assignment will count toward the faculty member's load as would the comparable regularly scheduled, traditionally delivered, course assignment, except for the first time the instructor teaches in an online environment, the LED value of the course shall count as double.

7.18.5 No unit member shall teach more than 0.70 LED in an online environment, unless an exception is approved by the Vice-President.

7.18.6 The District shall provide training, logistical, instructional, and technical support to faculty with online assignments.

5.4 Mentoring

Most instructors new to their profession have found it helpful to be mentored. Transitioning a class to an online environment is similar to entering a new profession. New technologies, new tools, different communication techniques, different academic integrity issues, different presentation methods are but a few of the myriad of factors to be considered in teaching an online class. In addition, online teaching is highly demanding of an instructor's time.

Mentoring is highly recommended during a new online instructor's first semester of teaching a class. Potential sources of experienced online instructors who are willing to be mentors to new online instructors are: Division Dean, Department Chair/Program Coordinator, faculty Chair of the Online Teaching and Learning Committee (OTLC) and experienced online faculty with the department.

5.5 Online Success Website

The District Online Success website is a resource designed to help distance learners and online faculty succeed. This website also offers extensive resources just for faculty such as ways to get started using Blackboard, Blackboard tutorials, streaming video resources, and much more. It can be found under: District Home » Online Success, or at www.gcccd.edu/online.

The District Student Support for Online Classes website found under: District Home » Online Success » Student, or at www.gcccd.edu/online/student includes:

- A quiz to assess student readiness for distance learning
- Information on how to apply and enroll in online classes
- Information about the equipment and skills necessary to succeed in online courses
- Blackboard tutorials
- Frequently Asked Questions
- Online Services
- Help Desk contact information
- Tips for Online Success

And many more resources that can be provided by instructors to students

5.6 Online Teaching Standards

Title 5 regulations (Reference: [5 CCR § 55202](#)) state that "the same standards of course quality shall be applied to distance education as are applied to traditional classroom courses." Instructor preparation and competencies are essential considerations in teaching online. The cover letter to the *Cuyamaca College Guide to Best Practices in Online Teaching* states: "Teaching an online course for the first time can be a daunting proposition, especially since achieving academic quality is not simply a matter of transferring a replica of what you do in classroom to the online environment. Online learning requires students to become more active learners; so most instructors need to learn to teach somewhat differently." Teachers must be competent in technology and pedagogy and must also understand legal issues related to effective contact, attendance, and accessibility.

The Cuyamaca College Academic Senate has approved several documents to support quality online instruction that can be found on the college website under: Faculty/Staff » Teaching Online, or at www.cuyamaca.edu/faculty-staff/teaching-online/default.aspx. These documents include:

- Guide to Best Practices in Online Teaching
- Best Practices Checklist for Effective Online Instruction
- Checklist for Accessibility
- Ensuring Quality Online Instruction

5.7 Resources

Blackboard: see [Faculty Resources - Section: 3.2 Blackboard](#) in this handbook.

Help Desk: see [Section: 3.8 Help Desk](#) in this handbook.

Online Teaching Website: One of the first and very experienced online instructors created an extensive resource for online teachers that can be found on the college website under: Faculty/Staff » Teaching Online, or at www.cuyamaca.edu/faculty-staff/teaching-online/default.aspx.

District Online Success: This website provides information for students and faculty to foster success in online classes that found under: District Home » Online Success » Student, or at www.gcccd.edu/online.

Cuyamaca-Online Blog: Provides current information for Cuyamaca College faculty about Blackboard, websites, and online teaching and learning that can be found on the college website under: Faculty/Staff » Teaching Online, or at www.cuyamaca.edu/faculty-staff/teaching-online/default.aspx or at <http://cuyamaca-online.blogspot.com>.

6. Student Resources

6.1 Counseling Center

Counselors are available daily during normal hours of operation to assist students with educational and career planning, as well as personal and crisis counseling. The Counseling Center is located in Student Services One-Stop Center at A-200 (see [campus map](#)). For more information call 619-660-4429. Additional information can be found on the college website under: Student Services » Counseling, or at www.cuyamaca.edu/services/counseling.

Counseling Courses

Counseling classes are taught by counselors and are designed to help students succeed in college and life. The Counseling Department at Cuyamaca College offers several counseling-related courses to help students in three main domains: Academic, Career, and Personal/Social. Cuyamaca College recommends that all students enroll in a Counseling course in their first semester of study because it helps prepare students with college level study skills necessary to succeed in academic content courses. Studies show students who take a Counseling course with traditional academic content courses are more successful in college by up to 80%. The Counseling 120 course is transferable and can be used to satisfy area E, Lifelong Understanding in the CSU General Education and as an elective to the UC system.

6.2 Emergency Book Loans for Students

Emergency book loan applications are available in the Financial Aid Office. A student may receive one loan each semester. The amount of the loan varies based on the number of units a student is enrolled in for the semester. Students should visit the financial aid office, located at A-300 (see [campus map](#)), or call 619-660-4537.

6.3 Health and Wellness Center

The Health and Wellness Center is located in Room I-134 (see [campus map](#)) and can be contacted by calling 619-660-4200. Health and Wellness Center Services and Programs include: Wellness Promotion, Health Counseling & Education, Community Outreach & Referrals, Non-Prescriptive Medication, Student Insurance, Mental Health and Special Programs & Annual Events. During Fall and Spring Semesters the Health and Wellness office hours are posted on the office door and on the college web site under: Student Services » Health Services, or at www.cuyamaca.edu/services/health.

6.4 Student E-mail

All Cuyamaca College students automatically have an email account created for them each semester. Student email accounts are available to enrolled students who have paid for their courses on the first or second day of class. A waitlisted student will not have access to email or other campus resources until they added the class and paid for it. Student email accounts are deleted at the end of every semester. It is important for students to update their personal email addresses and contact information in WebAdvisor as changes occur.

Student email address looks like this: first.last@students.gcccd.edu
(Example: john.smith@students.gcccd.edu)

Username/User IDs generated via WebAdvisor:

Student Username/User IDs are usually firstname.lastname (for example: john.smith)

Exceptions: Students with common names may have a random number after their name.

If students are not sure what their username is, they can verify it through WebAdvisor. More information can be found on the District website under: District Home » Online Success » Student » Online Student Help Desk » WebAdvisor Username, or at www.gcccd.edu/online/student/online-student-help-desk/webadvisor-username.html.

Important: Username/user IDs may NOT exceed 20 characters in length. This includes the period between the first and last name. If the Username/User ID exceeds the maximum number of characters, delete the remaining characters

Student e-mail password and Student WebAdvisor password:

Passwords are 6-digit date of birth in mmddyy format (May 6, 1971 = 050671)

EXCLUDING WebAdvisor, the authentication schemes for logging into all network resources as outlined above include these resources:

- Campus e-mail
- Logging onto a campus computer
- Accessing the wireless network
- Library's electronic resources (e.g. periodical databases, e-books and streaming video)

Please Note: WebAdvisor passwords are unique. They are created by the student and must contain letters and numbers and be 6-9 characters in length. WebAdvisor passwords expire and need to be changed periodically by the student. (WebAdvisor contains sensitive, personal data—address, transcripts, grades, etc... this is why our system forces students to create a unique password—something stronger than the 6-digit date of birth)

Accessing student email:

The campus e-mail login screen located on the college website under: Quick Links » Campus Email, or at www.cuyamaca.edu/quick-links » Campus Email, or use <http://mail.gcccd.edu> to go directly to the login screen.

- Type in username (May not exceed 20 characters in length)
- Type in password – 6-digit date of birth in mmddyy format

Additional information on student e-mail accounts can be found on the District website under: District Home » Information Systems » Email » Email Accounts, or at www.gcccd.edu/is/email/email-accounts.html.

6.5 Student Help Desk Assistance

The Help Desk is the best resource for troubleshooting technical difficulties associated with District student accounts.

The Help Desk can assist student with:

- Incorrect Username and/or forgotten Password
- Unable to login WebAdvisor, Blackboard, student email, or physically into the network (See [Section 6.4 Student E-mail](#) in this handbook.)

However, the Help Desk is NOT able to assist students with:

- Troubleshooting their home computer (Consider using the Open Computer Lab on campus as a backup plan when your home system is down.)
- Problems associated with their Internet Service Provider (ISP)

- Resetting quizzes/tests in Blackboard
- Tutoring: For tutoring assistance, consult Cuyamaca College Tutoring found on the college website under: Academics » Academic Support » Tutoring, or at www.cuyamaca.edu/academics/support/tutoring. Grossmont College Tutoring can be found under: Grossmont Home » Student Services » Tutoring, or at www.grossmont.edu/student-services/tutoring.
- Install/download software
- Configure their hardware, software, email or browser
- Problems with the CCCApply(California Community Colleges Online Application) found on the District website under: District Home » Online Success » Student » CCCApply at www.gcccd.edu/online/student/ccc-apply.html

6.6 Student ID Cards

Students need a student I.D. card to use the library, fitness center, supervised math tutoring, CIS tutoring, financial aid, and other related services. Faculty should inform students how to obtain a student ID card.

To obtain a card, students need to have first registered and paid for classes. Cards are issued in the Welcome Center located in A-221 (see [campus map](#)), and students should bring a photo ID as verification. Photos for the ID card are taken between 9:00am and 5:00pm Monday through Friday. Student ID cards are valid throughout a student's enrollment at Cuyamaca College. The Open Computer Lab in Room E-121 (see [campus map](#)) also supports Student Services by providing an additional site for printing Student ID's. It is not necessary to get a Student ID every semester.

6.7 Student Travel Requirements

A full-time district-employed instructor must accompany students who are traveling because of college-related activities (e.g. athletics). Instructors must submit all required documentation prior to departure. These policy requirements protect instructors and students. Please contact the division dean with any questions.

6.8 The General Tutoring Center

The General Tutoring Center is located on the first floor of the Library in C-102 (see [campus map](#)). Tutoring is available to support student learning in a wide variety of academic and vocational programs and is delivered in a variety of methods, including one-on-one and small group workshops. Tutoring hours are scheduled each semester and students may sign up for individual or group tutoring sessions by calling in advance to make an appointment. The General Tutoring Center offers individual one-on-one appointments to special populations, such as DSPS, EOPS, FYE, CalWORKs and Veterans. It is our goal to assist each student to become independent and successful learners. Tutoring is a resource which facilitates active learning and understanding in all programs. The General Tutoring Center can be reached by calling 619-660-4306. Additional information can be found on the college website under: Academics » Academic Support » Tutoring, or at www.cuyamaca.edu/academics/support/tutoring.

Any faculty member interested in designing a workshop or study session or doing an in-class presentation can contact Veronica Nieves, the Tutoring and Study Skills Coordinator, at veronica.nieves@gcccd.edu or calling extension 4556 or 619-660-4556.

6.9 The STEM Achievement Center

The STEM Achievement Center, located in H-101 (see [campus map](#)), is a resource center that provides individual and group tutoring assistance in mathematics, science and engineering. Instructors and student tutors are available Monday-Thursday 9:00am to 4:00pm and Friday from 9:00am to noon to help with homework questions, build confidence, and support math, science and engineering students. These hours are subject to change based on funding. Innovative programs have been developed for Math and Science students that augment tutoring with faculty or tutor led academic enrichment workshops, such as course specific workshops or study sessions. In addition, students have access to textbooks and calculators that are available to be checked out during tutoring hours. Tutoring is on a walk-in basis only. For more information, please contact the STEM Achievement Center at 619-660-4396 or extension 4396. Additional information can be found on the college website under: Academics » Academic Support » Tutoring, or at www.cuyamaca.edu/academics/support/tutoring.

Any faculty member interested in designing a workshop or study session or doing an in-class presentation can contact Veronica Nieves, the Tutoring and Study Skills Coordinator, at veronica.nieves@gcccd.edu or calling extension 4556 or 619-660-4556, or contacting Tammi Marshall, Math Instructor and Faculty Liaison at tammi.marshall@gcccd.edu.

6.10 The Writing Center

A 2012-13 study done by the District's Research, Planning and Institutional Effectiveness Dept. showed that students enrolled in English courses who used the Writing Center just once were 12.9% more likely to pass their classes and 9.9% less likely to drop them. The same study showed those who came five times were 25.4% more likely to pass and 14% less likely to drop. The Writing Center impact was even greater on content area courses.

The Writing Center supports students in writing projects for ALL college courses.

The Center is staffed with 8 to 14 tutors per week who can assist with anything from English writing projects to Child Development papers to Sociology research projects and Science laboratory reports. The Center employs English, Spanish, Arabic, and Bulgarian-speaking tutors. Appointments are thirty-minutes in length, and the sessions are designed to help the students gain new skills and knowledge they can take away and apply in their future writing. Tutors DO NOT edit papers, and students need to bring a printed copy of their essays as well as the assignment sheet to tutoring sessions. (They may use the pay printer in the Center, if necessary). Students should call or drop by B-167 (see [campus map](#)), to make appointments. As funding is limited and tutoring slots fill up very quickly, students should not necessarily expect to be able to see a tutor on the same day they come to make an appointment. It is best to plan ahead and make appointments in advance. For more information, please contact the Writing Center at extension 4463 or 619-660-4463. Additional information can be found on the college website under: Academics » Academic Support » Tutoring, or at www.cuyamaca.edu/academics/support/tutoring.

The Writing Center Director will assist any faculty member interested in assistance with designing or refining writing assignments or grading rubrics. The Director will also do in-class presentations on a variety of topics as her schedule permits. Whole-class orientations to the Writing Center are conducted by the Director and/or The Writing Center supervisors by appointment. Please email Mary Graham, English Instructor at mary.graham@gcccd.edu or calling extension 4247 or 619-660-4247 for more information.

7. Student Support Programs

7.1 Borderless Spaces

Borderless Spaces is sponsored by EOPS and designed to assist AB540/Dream Act/DACA (Deferred Action for Childhood Arrivals) students. Services provided include counseling, book vouchers (as funding permits), new and continuing student orientations, and a safe space for all undocumented students. Additional information can be found on the college website under: Student Services » EOPS » Borderless Spaces Program, or at www.cuyamaca.edu/services/eops/borderless-spaces.aspx.

7.2 CalWORKs S.T.E.P.S. Program

S.T.E.P.S. is Cuyamaca College's CalWORKs program. S.T.E.P.S. is an acronym for Success Through Education Produces Self-Sufficiency. This program provides comprehensive services to support CalWORKs students in achieving individual educational goals with the ultimate goal to become economically self-sufficient. Services include documentation of eligibility, counseling, preparation of student educational plan (SEP), childcare assistance, tutoring referrals, self-sufficiency planning, referrals to on and off campus resources, on-campus paid work study, assistance with county and school paperwork, and assistance with books and supplies. We also provide liaison with a student's Employment Training Advisor or Health and Human Services worker as needed. The office is located in the Student Services One-Stop Center located at A-109 (see [campus map](#)). For more information, contact Sheryl Ashley, Program Coordinator at extension 4340 or 619-660-4340. Additional information can be found on the college website under: Student Services » CalWORKs, or at www.cuyamaca.edu/services/calworks.

7.3 CARE Program

CARE is an acronym for Cooperative Agencies Resources for Education. The CARE program supports eligible single heads of household students who have school-age children and are highly motivated to become college-educated, gainfully employed and economically self-sufficient. Services include success seminars, cohort building events and academic, transfer and personal counseling. To strengthen their retention, persistence, graduation and transfer rates, CARE students may be awarded supplemental grants and allowances to pay for educationally-related expenses.

Faculty members should refer any Cuyamaca College student experiencing short term financial hardship to the [CARE Food Pantry](#) for foodstuffs. The office is located in the Student Services One-Stop Center at A-300 (see [campus map](#)). Additional information can be found on the college website under: Student Services » EOPS » CARE Program, or at www.cuyamaca.edu/services/eops/care.aspx.

7.4 Dreamkeepers

The Dreamkeepers Emergency Financial Assistance program at Cuyamaca College can provide assistance to students at risk of dropping out of college due to unexpected financial emergencies. For student to be eligible to apply they must:

- Be enrolled in a minimum of 6 units at Cuyamaca College.
- Have a minimum overall 2.0 GPA for all completed college coursework, demonstrate satisfactory academic progress.
- Be seeking a declared certificate, degree or transfer objective.

- Document an extreme personal/financial emergency. (Emergencies usually consist of unusual expenses that will not reoccur)

Eligible expenses can include: Utilities, Housing/Rent, Food, Transportation, Medical/Dental, Child Care. Ineligible expenses include, but are not limited to: School Tuition & Fees, Books & Supplies, Legal Expenses, Nicotine or any other Control Substance, Entertainment, Internet or Cell Phone Service, Cable, Personal Loans, Car Payments, Normal Bills.

Students can learn more about the program and apply for Dreamkeepers Emergency Financial Assistance through the Dreamkeepers webpage located on the college website under: Student Services » Dreamkeepers Emergency Financial Assistance Program » Financial Aid, or at www.cuyamaca.edu/services/finaid/dreamkeepers/default.aspx.

7.5 Disabled Students Programs and Services (DSPS)

Academic accommodations are available for students with disabilities. DSPS services include mobility assistance, assessment for learning disabilities, access to adaptive equipment and alternate media, academic/disability related counseling, test proctoring, speech/language specialist services, interpreters for the hearing impaired, specialized tutoring, registration assistance, and referral services. The DSPS High Tech Computer Center is located next to the LRC in C-114 (see [campus map](#)) to assist students with disabilities enrolled in DSPS with assistive technology and adaptive computer needs. For more information about DSPS contact their main office in A-113 (see [campus map](#)), or at extension 4239 or 619-660-4239. Additional information can be found on the college website under: Student Services » DSPS, or at www.cuyamaca.edu/services/dsps/default.aspx.

7.6 Extended Opportunities Programs and Services (EOPS)

EOPS assists eligible students towards academic success and transfer. The services provided include orientation, academic, personal and transfer counseling. The program provides book voucher assistance (as funding permits), peer advising, and progress reporting for retention and persistence. Progress reports are provided to encourage student communication with faculty regarding academic needs or concerns. Faculty should contact the EOPS office directly with any questions or concerns regarding progress reporting. EOPS provides houses a book loan program and homework station for EOPS eligible students. The office is located in the Student Services One-Stop Center located at A-300 (see [campus map](#)). Additional information can be found on the college website under: Student Services » Low Income Students (EOPS), or at www.cuyamaca.edu/services/eops/default.aspx.

7.7 Unlimited Potential (UP!)

UP! is a program that is sponsored by EOPS and Financial Aid. It is designed to assist students who have been in foster care or guardianships. Services provided include counseling and financial aid case management, basic need resource referrals, life skills workshops and cohort building events and orientations. Additional information can be found on college website under: Student Services » EOPS » UP! Program, or at www.cuyamaca.edu/services/eops/up.aspx.

Appendices

Appendix A: Board Policy 4030 Academic Freedom

BP 4030 Academic Freedom

Reference: Title 5 Reference: [5 CCR § 51023](#); [Education Code 76120](#); [Accreditation Standard 2.2 Board Policies 2410, 2510, and 4035](#)

Adoption Date: December 18, 2001 Updated: December 3, 2008

The Board shall promote public understanding and support of academic freedom for the implementation of the educational philosophy of Grossmont-Cuyamaca Community College District. Academic freedom is fundamental for the protection of the rights of the instructor in teaching, and of the student to freedom in learning. It carries with it duties correlative with rights.

1. Instructors are entitled to freedom in the classroom in discussing their subject, but they should be careful not to introduce into their teaching material that has no relation to their subject. The intent is not to discourage what is "controversial." Controversy is at the heart of the free academic inquiry that this entire policy is designed to foster. Instructors should avoid persistently intruding material that has no relation to their subject.
2. Instructors are citizens, members of a learned profession, and may be viewed by those outside of the District as representatives of the District. When they speak or write as citizens outside of their roles with the District, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations. As scholars and instructors, they should remember that the public might judge their profession and Grossmont-Cuyamaca Community College District by their utterances. Hence they should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that they are not speaking for the District.
3. As colleagues, faculty members have obligations that derive from the Code of Ethics (adopted by both the Grossmont College *Academic Senate* [11/16/92] and the Cuyamaca College *Academic Senate* [4/6/95]). Faculty members do not discriminate against or harass colleagues and students. They respect and defend the free inquiry of associates. In the exchange of criticism and ideas, faculty members show due respect for the opinions of others. Such exchanges shall focus upon the substance and content rather than personal characteristics of individuals. Uncivil, intemperate, or abusive language and behavior is contrary to a productive and safe working and educational environment. This does not contravene academic freedom and free exchange of ideas and opinions, but requires accuracy, appropriate restraint, and respect for the professional expression of others.
4. Instructors are entitled to full freedom in academic research and publication, subject to the adequate performance of their other academic duties, but research and publication for pecuniary return should be based upon an understanding consistent with the collectively bargained agreement between the District and the exclusive bargaining representatives.

Grossmont-Cuyamaca Community College District

[Board Policy 4030 Academic Freedom](#) is also accessible on the District's Governing Board website under "Policies and Procedure - Chapter 4: Academic Affairs"

Appendix B: Syllabus Design Guidelines

Designing your Course Syllabus

Instructors are required to develop a syllabus for each course and to provide it to students during the first week of class. A syllabus is a contract between the instructor and students. It is important that instructors review syllabi with students. Instructors are also encouraged to post syllabi on their faculty websites as well as on Blackboard.

Purpose of a Syllabus

A clear, well-organized course syllabus serves several important purposes:

- It informs your students about important aspects of your class, where and when the class meets, how to reach the instructor, etc.;
- It organizes and outlines the material to be taught and what students can expect to learn;
- It contains important policy information for students regarding attendance, assignments, grading, textbooks, exams, etc.;
- It helps students stay organized and plan ahead, thus optimizing their chances for college success.

Essential Syllabus Elements

Use the checklist below to ensure that your syllabus contains all essential syllabus elements.

Essential Syllabus Elements Checklist	
A.	General Class Information <input type="checkbox"/> College course number and title <input type="checkbox"/> Meeting dates and times <input type="checkbox"/> Classroom number <input type="checkbox"/> Year and semester
B.	Instructor Information <input type="checkbox"/> Your name <input type="checkbox"/> Your office number and office hours <input type="checkbox"/> Your contact information (phone, e-mail)
C.	Course Description <input type="checkbox"/> Course description as listed in college catalog <input type="checkbox"/> Description of the purpose and scope of the course <input type="checkbox"/> Description of how learning will take place
D.	Student Learning Outcomes (SLOs) <input type="checkbox"/> A bulleted list of 5-10 statements/objectives reflecting what students can expect to learn in the course <input type="checkbox"/> Include how these SLOs are measured <input type="checkbox"/> For more information on the incorporation of SLOs for your course, see the official course outline, which is available from the department chair.

Essential Syllabus Elements Checklist	
E.	Textbook and supplies needed <ul style="list-style-type: none"> <input type="checkbox"/> Title of textbook, including authors, year, edition, and where it can be acquired <input type="checkbox"/> Where to obtain class supplies <input type="checkbox"/> What to bring to class <input type="checkbox"/> How to access Blackboard, if applicable
F.	Class schedule <ul style="list-style-type: none"> <input type="checkbox"/> Due dates for major assignments and exams <input type="checkbox"/> Drop dates and other important deadlines <input type="checkbox"/> Day-to-day agenda for topics, activities, focus <input type="checkbox"/> Homework, readings, how to prepare for class
G.	Grading and Assessment <ul style="list-style-type: none"> <input type="checkbox"/> List of grading methods (number of exams and assignments, consistent with SLOs) <input type="checkbox"/> List of grading categories (papers, participation, etc.) <input type="checkbox"/> Division of points <input type="checkbox"/> Correspondence of points to letter grades <input type="checkbox"/> Exam, assignment, quiz, late-, and make-up policies
H.	Requirements <ul style="list-style-type: none"> <input type="checkbox"/> If applicable, prerequisites to take the course <input type="checkbox"/> Necessary skills to take the course (e.g., proficiency with Blackboard, e-mail) <input type="checkbox"/> Other materials and resources students should be able to use and/or have access to
I.	Clear Formatting and Appearance <ul style="list-style-type: none"> <input type="checkbox"/> Make your syllabus easy to read (font, font size) <input type="checkbox"/> Use headings and page numbers <input type="checkbox"/> Leave space for student notes

Additional Elements

Additional elements may include: listing full course assignments and their sequence; recommendations for study habits appropriate for your course; a general grading scale with grade point values as seen below; directions to where to find support and assistance with course work (e.g., writing center, tutoring services); available accommodations for students with disabilities; rules regarding plagiarism, academic dishonesty, and intellectual property; an honor code or and/or behavioral guidelines; teacher expectations; rules with regards to attendance; a contract of agreement for your students to sign with regards to responsibility, behavior, and policies; and some words of encouragement to help with student motivation and confidence.

Letter Grade Values

In the College Catalog under 'Grading System', instructors have the option to assign the following grade symbols (shown with the assigned grade point value) using a plus-minus system as follows:

A+	= 4.0	A	= 4.0	A-	= 3.7
B+	= 3.3	B	= 3.0	B-	= 2.7
C+	= 2.3	C	= 2.0		
D	= 1.0	F	= 0.0		

For Example Syllabus, [click here](#).

Appendix C: Guidelines for Student Discipline

Determining Disruptive Behavior

When inappropriate student behavior negatively affects the curricular or co-curricular environment, this behavior is considered disruptive to other students and to their instructors. To minimize any potential disruptions, instructors should not only detail the guidelines for acceptable class conduct in the course syllabus, but also discuss them, if possible, on the first day of class. An instructor should detail the expectations and indicate that failure to comply may result in sanctions being imposed.

When determining if a behavior is disruptive and its seriousness, there are many factors to consider. For instance, did the behavior halt classroom instruction or did it stop after the behavior was addressed by the instructor? Other factors to take into consideration:

- Was this the first incident by that student or is this a repeated problem?
- If it is a repeated problem, what action was previously taken in response to the student's behavior?

In addition to taking into account if the disruptive behavior is an on-going problem with the student, the instructor should consider the reaction from other students in the classroom. Instructors can determine if other students appear to be uncomfortable by the behavior as well as determining how it is impacting the educational instruction in the classroom.

It is important to recognize that there are many levels of disruptive behavior and can include (a) an uncooperative student, (b) a student having outbursts with or without using profanity, (c) writing text messages during class, (d) failure to turn off cell phones, (e) taking calculators that have been prohibited into the classroom during an exam, and (f) a behavior that threatens the personal safety of others. **If there is threatening behavior affecting personal safety, it is imperative to immediately call 911 or (9) 911 from a campus phone. For non-emergencies, contact 644-7654 to request a Sheriff's Deputy.**

Recommended Actions to Address Disruptive Behavior

In order to manage disruptive behavior that is occurring in the classroom, instructors should:

- Immediately address the inappropriate behavior, asking the student to stop his or her actions, while balancing "the privacy rights of that individual."
- If the student does not comply, the instructor can issue a verbal warning. If the behavior continues, the instructor can also issue a written warning. In all instances, the instructor should have documentation that details not only the disruptive behavior, but also the actions that the instructor took in response to the inappropriate behavior. This documentation is critical, especially if further sanctions may be imposed at a later date.
- If after warnings have been issued and the disruptive behavior continues, the instructor can remove the student from class. If the disruptive behavior is repeated again, the instructor also has the right to remove the student not only on that day, but also for the following class period. (You can always contact the Associate Dean of Student Affairs for further assistance prior to initiating a two-day removal.)
- If a student is removed from class, it is critical to (a) immediately inform your Department Chair, Division Dean, and the Associate Dean of Student Affairs and (b) submit the Removal of Disruptive Students form to the Associate Dean of Student Affairs, who will meet with the student prior to his or her return to class. Please do not mistake a student's freedom to express his or her opinion (the difference is in the manner in which a student expresses his or her views) with a student whose disruptive behavior inhibits other students from

learning in the academic community. It is also important to note that these guidelines are specific to addressing disruptive behavior and do not apply to students who are responsible for committing academic misconduct. For the academic misconduct issues, please refer to the academic misconduct section.

Please note that students are never excluded (dropped by the instructor) for disciplinary reasons. In the case of suspension from all classes, the Student Affairs Office notifies the student's instructors. For academic misconduct issues, please contact the Associate Dean of Student Affairs at (619) 660-4295 or at Lauren.Vaknin@gcccd.edu. Information on academic misconduct is included in the [Student Discipline Brochure](#).

Faculty resources on student conduct can be found on the college website under: Campus Life » Student Affairs » Faculty Resources, or at www.cuyamaca.edu/campus-life/student-affairs/faculty/default.aspx. These resources include:

- [Student Affairs](#)
- [Student Conduct](#)
- [Student Discipline Procedures](#) handbook
- [Student Grievance and Due Process Procedures](#) handbook
- [CCCCO Complaint Process & Forms](#)
- [Student Discipline Brochure](#)
- [Faculty Initiated Removals](#) (As a Word Doc)
- [Template - Warning Letter](#) (As a Word Doc)
- [Removal of Disruptive Student Form](#) (In Word format)
- [Samples for Syllabi about Academic Honesty](#)
- [Sample Letter Notifying Students](#) (As a Word Doc)

Further information on Student Conduct can be found on the college website under: Campus Life » Student Affairs » Code of Conduct, or www.cuyamaca.edu/campus-life/student-affairs/conduct.aspx, which includes links to the:

- [Student Discipline Procedures](#) handbook
- [Student Discipline Brochure](#)
- [Student Grievance and Due Process Procedures](#) handbook
- [Complaint Procedures](#)
- [California Community College Chancellor's Office Complaint Process and Form](#)
- [Nondiscrimination Notice](#) (Board Policy 3410)
- [Sexual Harassment Policy](#)

Types of Disciplinary Action

(These procedures also apply to distance education)

Disciplinary actions that may be imposed for violations of the Student Code of Conduct include the following:

Warning: Written or oral notice to the student that continuation or repetition of misconduct may be causes for further disciplinary action.

Reprimand: Written censure for violation of specific regulations.

Disciplinary Probation: Specific period of conditional participation in campus and academic affairs that may involve exclusion from designated privileges or extracurricular activities. If a student violates any condition of probation, or is charged a second time with a violation of the Standards of Student Conduct during the probationary period, it shall be grounds for revocation of the student's probationary status and for further disciplinary action to be taken in accordance with these procedures.

Faculty Initiated Removal: A faculty member may remove, for good cause, any student from his or her class for up to two (2) class sessions. The student shall not return to the class during the period of the removal without concurrence of the instructor, and if required the consent of the CSSO, or designee. Nothing herein will prevent the College President, the CSSO, or designee from recommending further discipline in accordance with these procedures based on the facts that led to the removal. As used in this rule, "good cause" includes those offenses listed in the Student Code of Conduct. The faculty member shall immediately report the removal to the respective Division Administrator and to the CSSO or designee. If the student is a minor, the College President, the President's designee or the CSSO shall schedule a conference with the student and the student's parent or guardian regarding the removal. The faculty member is not obliged to provide makeup opportunities for class work missed during the two (2) class periods of suspension.

Suspension or Termination of Financial Aid: In the event a student is suspended for willfully and knowingly disrupting the orderly operation of the campus, this action will result in ineligibility for State financial aid, as defined in Education Code Section 69813, for the period of suspension. (Education Code Section 69810).

Short-Term Suspension: Temporary exclusion from student status, or other privileges or activities, for a specified period of time, not to exceed ten (10) days (Education Code Section 76031).

Immediate Interim Suspension: The College President the President's designee or the CSSO may order immediate suspension of a student when he or she concludes that immediate interim suspension is required to protect lives or property and to ensure the maintenance of order provided that a reasonable opportunity be afforded the suspended person for a hearing within ten (10) days of the time that the CSSO or designee, or the College President became aware of the infraction unless mutually agreed upon by the student and the designated College administrator that more time is required. In cases where an immediate interim suspension has been ordered, the time limits contained in these procedures shall not apply, and all hearing rights, including the right to a formal hearing where a long-term suspension or expulsion is recommended, will be afforded to the student according to the provisions above.

In the event that a student does not request a hearing within the ten (10) days or contact the CSSO or his or her designee, or the College President to establish a mutually agreed upon time for a hearing, the college where the infraction occurred will proceed with a due process hearing twenty (20) days after the point that the aforementioned administrators became aware of the infraction with or without the accused student being present. Students placed on Immediate Interim Suspension shall have holds placed on all records and transcripts pending the outcome of the due process hearing. (Education Code Section 66017)

Withdrawal of Consent to Remain on Campus: The College President, the President's designee or the CSSO, may notify any person as to whom there is a reasonable belief that the person has willfully disrupted the orderly operation of the campus that consent to remain on campus has been withdrawn. If the person is on campus at the time, he or she must promptly leave or be escorted off campus by District Public Safety. If consent is withdrawn by the College President, College President's designee or CSSO, a written report must be promptly made to the College President. The person from whom consent has been withdrawn may submit a written request for a hearing on the withdrawal within the period of the withdrawal. The request shall be granted not later than seven (7) days from the date of the receipt of the request. The hearing will be conducted in accordance with provisions of this procedure, relating to interim suspensions. In no case shall consent be withdrawn for longer than fourteen (14) days from the date which consent was initially withdrawn. Any person as to whom consent to remain on campus has been withdrawn who knowingly reenters the campus during the period in which consent has been withdrawn, except to come for a meeting or hearing, is subject to arrest. (California penal Code 626.4)

Long-term Suspension: Temporary exclusion from student status, or other privileges or activities, for the remainder of the current semester.

Expulsion Subject to Reconsideration: Permanent termination of student status, subject to reconsideration by the Board of Trustees after a specified length of time. Reconsideration may be requested in accordance with the procedure for Reconsideration.

Permanent Expulsion: Permanent termination of student status. There shall be no right of reconsideration of a permanent expulsion at any time. On its own motion, the Board of Trustees may reconsider such actions at any time.

Restitution: Appropriate restitution shall be sought from any student found guilty of theft, vandalism or willful destruction of District or College property.

For additional information on student discipline can found on the college website under: Campus Life » Student Affairs » Discipline Action, or at www.cuyamaca.edu/campus-life/student-affairs/discipline/default.aspx.

Grounds for Disciplinary Action

(These procedures also apply to distance education)

1. Causing, attempting to cause, or threatening to cause physical injury to another person.
2. Possession, sale or otherwise furnishing any firearm, knife, explosive, or other dangerous object, including but not limited to any facsimile firearm, knife, or explosive, unless, in the case of possession of any object of this type, the student has obtained written permission to possess the item from a District employee, which is concurred in by the (designate position?).
3. Unlawful possession, use, sale, offer to sell, or furnishing, or being under the influence of, any controlled substance listed in California Health and Safety Code Sections 11053 et seq., an alcoholic beverage, or an intoxicant of any kind; or unlawful possession of, or offering, arranging or negotiating the sale of any drug paraphernalia, as defined in California Health and Safety Code Section 11014.5.
4. Committing or attempting to commit robbery or extortion.
5. Causing or attempting to cause damage to District property or to private property on campus.
6. Stealing or attempting to steal District property or private property on campus, or knowingly receiving stolen District property or private property on campus.
7. Willful or persistent smoking in any area where smoking has been prohibited by law or by regulation of the college or the District.
8. Committing sexual harassment as defined by law or by District policies and procedures.
9. Engaging in harassing or discriminatory behavior based on disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation or any other status protected by law.
10. Engaging in intimidating conduct or bullying against another student through words or actions, including direct physical contact; verbal assaults, such as teasing or name-calling; social isolation or manipulation; and cyberbullying.
11. Willful misconduct that results in injury or death to a student or to District personnel or which results in cutting, defacing, or other injury to any real or personal property owned by the District or on campus.
12. Disruptive behavior, willful disobedience, habitual profanity or vulgarity, or the open and persistent defiance of the authority of, or persistent abuse of, college personnel.
13. Cheating, plagiarism (including plagiarism in a student publication), or engaging in other academic dishonesty as defined by [insert local practice].

14. Dishonesty; forgery; alteration or misuse of District documents, records or identification; or knowingly furnishing false information to the District.
15. Unauthorized entry upon or use of District facilities.
16. Lewd, indecent or obscene conduct or expression on District-owned or controlled property, or at District sponsored or supervised functions.
17. Engaging in expression which is obscene, libelous or slanderous, or which so incites students as to create a clear and present danger of the commission of unlawful acts on District premises, or the violation of lawful District regulations, or the substantial disruption of the orderly operation of the District.
18. Persistent, serious misconduct where other means of correction have failed to bring about proper conduct.
19. Unauthorized preparation, giving, selling, transfer, distribution, or publication, for any commercial purpose, of any contemporaneous recording of an academic presentation in a classroom or equivalent site of instruction, including but not limited to handwritten or typewritten class notes, except as permitted by any district policy or administrative procedure.
20. Engaging in physical or verbal intimidation or harassment of such severity or pervasiveness as to have the purpose or effect of unreasonably interfering with a student's academic performance, or District employee's work performance, or of creating an intimidating, hostile or offensive educational or work environment.
21. Engaging in physical or verbal disruption of instructional or student services activities, administrative procedures, public service functions, authorized curricular or co-curricular activities or prevention of authorized guests from carrying out the purpose for which they are on District property.
22. District students who engage in any of the above are subject to the procedures outlined in AP 5520 Student Discipline Procedures.

For additional information on student discipline can found on the college website under: Campus Life » Student Affairs » Discipline Action, or at www.cuyamaca.edu/campus-life/student-affairs/discipline/default.aspx.

Appendix D: Faculty Guidelines for Affordable Textbooks

Adopted by the Academic Senate: Spring 2009

Faculty Guidelines for Keeping the Costs of Textbooks Affordable for Students

Faculty should consider all means to control and reduce textbook and course material costs that do not compromise academic freedom or educational quality.

Faculty Guidelines:

- 1. Adopt or revise departmental purchasing guidelines.** Consider adopting or revising your departmental purchasing guidelines to incorporate the principles outlined below.
- 2. Disseminate information about how students can keep textbook costs down.** The ASGC flyer “How Can Students Keep Textbook Costs Down?” can be distributed in class or included in class syllabus or web page.
- 3. Submit textbook orders early.** This lowers the cost by giving the bookstore time to purchase more used books from students and increases used book availability. It allows students to shop alternate sources for the best price.
- 4. Consider department wide textbook adoptions.** Department wide textbook adoptions allow the bookstore to purchase more used books. In addition the same book can be used by students who retake a class.
- 5. Consider price before adopting a book.** Is there a lower cost book alternative? Consider the price of instructor based ancillary materials and if they are necessary. Using ancillary materials eliminates the used book buyback and used book option.
- 6. Order unbundled books when possible.** Extra CD-ROMs and workbooks may seem like a good deal, but in fact it drives up the price by requiring a new purchase each time eliminating the used book and buy back cost savings for students. The bookstore can only buy back textbooks with all bundled items intact and unused.
- 7. Create your own textbook study guides and support materials.** Requiring students to purchase bundled workbooks, study guides, and CD-ROMs with textbooks drives the costs up and prevents students from reselling their books. Creating your own study guides and support materials eliminates the additional cost. Explore resources such as grants and release time to create the materials.
- 8. Stay with the same edition for as long as possible.** Adopting a new edition eliminates the used book availability and bookstore buybacks for a semester.
- 9. Allow your students to use older editions.** If you must order the new edition, consider letting your students use older editions when available. Post the older edition information in your syllabus.
- 10. Consider open learning content instead of a traditional textbook.** Consider the offerings at California Community Colleges Open Content [CCCOER](#), Rice University’s [Connexions](#), California State University’s [MERLOT](#), and other repositories of extremely low cost and free content.
- 11. Require a library copy from the publisher.** Work with the library regarding maintaining reserve and reference copies of textbooks. Consider adopting books only if the publisher will provide two or more desk copies.

- 12. Designate as required only those textbooks that will be used.** Designate others as optional. Consider that some student resources will not fund optional textbooks and materials, i.e., EOPS/Cal WORKS. If more than one textbook is required, clearly outline in syllabus when each will be used.
- 13. Check with the publisher or bookstore for paperless e-text version.** E-text versions are often and initially cheaper. However consider that the E-text books eliminate the buyback and used book option for students.
- 14. Provide textbook ISBN number.** Display textbook ISBN number on syllabus and or course web page. This allows the student to shop around for the best price.
- 15. Consider providing information to students about campus sources for textbook assistance.** Provide contact information for financial aid, EOPS/CARE, Cal Works, and New Horizons on your syllabus and or course webpage.

Appendix E: Teaching Styles and Philosophy

If this is your first time teaching, you may want to learn more about teaching styles and teaching philosophies. The bibliography below offers a selection of books and websites to consult and generate ideas on how to organize your classroom and teaching practices.

Books

Reigeluth, Charles M. *Instructional-Design Theories and Models: A new Paradigm of Instructional Theory Vol. 2*. New Jersey: Lawrence Erlbaum Associates, 1999.

Garrison, D. Randy and Vaughan, Norman D. *Blended Learning in Higher Education: Framework, Principles and Guidelines*. San Francisco: Jossey-Bass, 2007.

Anderson, Lorin W., et al. *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives*. Boston: Allyn and Bacon, 2000.

Web Sites

www.educause.edu

EDUCAUSE is a nonprofit association whose mission is to advance higher education by promoting the intelligent use of information technology. EDUCAUSE helps those who lead, manage, and use information resources to shape strategic decisions at every level. A comprehensive range of resources and activities is available to all interested employees at EDUCAUSE member organizations, with special opportunities open to designated member representatives.

www.distance-educator.com

Site pulls together articles, books, periodicals, etc. related to education.

www.oncourseworkshop.com

Web site is a one-stop resource for educators across the curriculum... especially those who want to empower their students to become active, responsible, and successful learners. If you're frustrated by seeing capable students struggle, you'll relish exploring the gold mine of learner-centered strategies and resources at this site.

On Course Newsletter (oncourse-on@mail-list.com).

www.cuyamaca.edu/faculty-staff/teaching-online/default.aspx

This site is designed to be a center and resource for Cuyamaca College faculty teaching online. It is planned to be both informative and inviting covering a wide range of issues and solutions, new ideas for course design, helpful links, and resources.